



**NEW ENGLAND
COMMON ASSESSMENT PROGRAM**

**Released Items
2008**

**Grade 8
Reading**

Reading

❶ An antonym for the word elevate is

- A. take.
- B. throw.
- C. grab.
- D. lower.

❷ The root *tract* in the words attract and subtract means

- A. pull.
- B. give.
- C. hold.
- D. make.

Read this passage about the early history of photography and then answer the questions that follow.

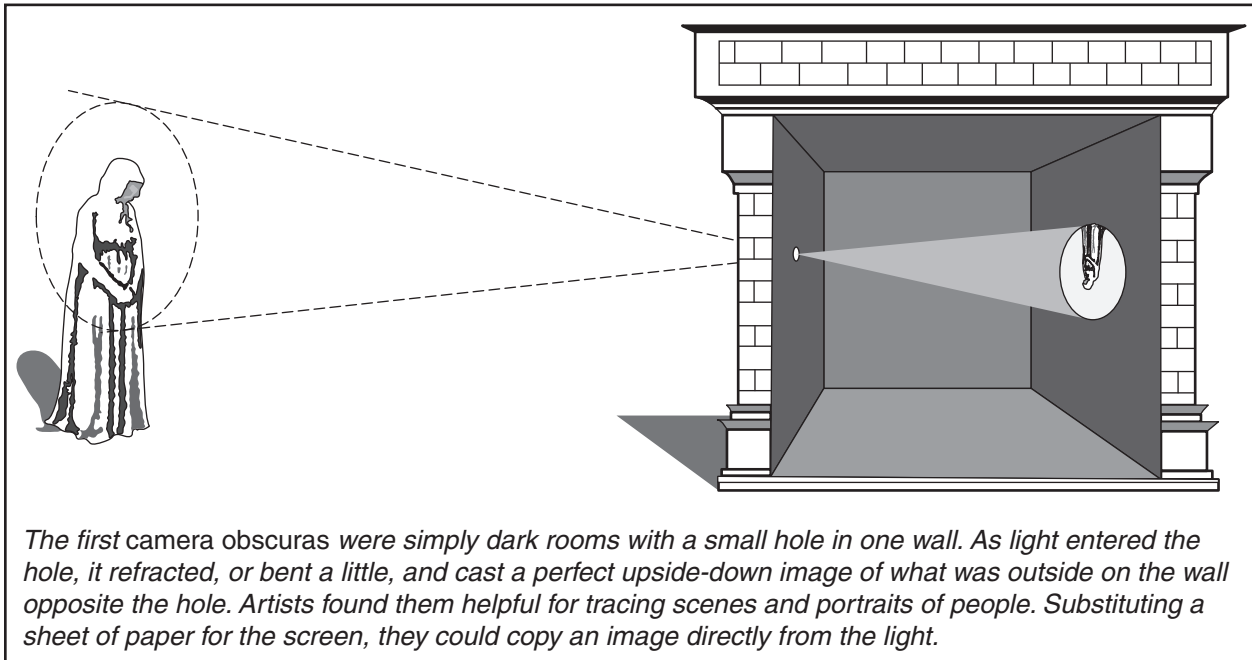
Photography

Stephen M. Tomecek

- 1 **T**oday, photography is a breeze. Just point the camera, press the button, and almost instantly, you have a perfect copy of the scene that you're looking at. Before the invention of the camera, artists had to work for hours to try to capture an image. No matter how objective they tried to be, their drawings could never be perfect copies.
- 2 Photography was made possible because of all the experimenting people were doing with chemicals in the late 1700s. One critical discovery was made by J. H. Schulze. Schulze noticed that certain compounds containing silver salts would get darker after they had been left out in a bright light. This seemingly minor reaction would ultimately be the key to modern photography.

HOW IT WORKS

The first step in taking a photograph is gathering the light from the scene to be captured. As early as 1600, people had discovered how lenses could be used to direct and focus light, and a device called the *camera obscura*, which is Latin for “chamber of dark,” had been invented. By 1816, all the elements were in place for a true “photographic” camera to be developed, and a French inventor named Joseph Nicéphore Niepce put the pieces together.



The first camera obscuras were simply dark rooms with a small hole in one wall. As light entered the hole, it refracted, or bent a little, and cast a perfect upside-down image of what was outside on the wall opposite the hole. Artists found them helpful for tracing scenes and portraits of people. Substituting a sheet of paper for the screen, they could copy an image directly from the light.

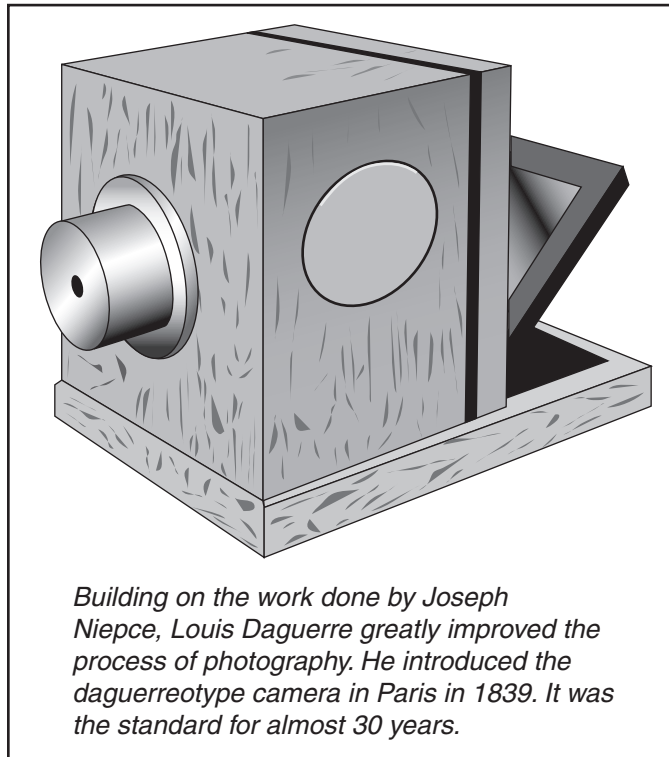
Learning of Schulze's discovery, Niepce took a metal plate made of pewter and coated it with different silver compounds. After many hours in the sun, a *heliograph*, or “sun drawing,” appeared. Convinced that he was on the right track, he substituted paper covered with silver chloride for the pewter and loaded the paper in the back of a portable *camera obscura*. Using this method, he was able to get a crude image of a scene from outside his workroom on the paper.

Unfortunately, the image quickly faded, but the first official photograph or “light drawing” was taken.

IMPACT

By the late 1820s, Niepce and his heliographs were making quite a stir around France. At that same time, Louis Daguerre, a French painter who had also been working with “fixing light,” learned about his work. He convinced the financially strapped Niepce to go into partnership in 1829. Niepce died suddenly in 1833, and Daguerre took over the business and is usually credited as the inventor of photography.

With a photograph, people could finally record an exact duplicate of what the eye saw. No longer did the world have to depend on the artist’s eye to capture an event or image.



- 3 In the first paragraph, the word breeze means
- A. a gentle wind.
 - B. something quick and easy.
 - C. an obstacle.
 - D. something fresh and original.
- 4 In paragraph 2, the word critical means
- A. unexpected.
 - B. deserved.
 - C. dangerous.
 - D. important.
- 5 The image made by a *camera obscura* was
- A. too small to be useful.
 - B. an imperfect reproduction.
 - C. an upside-down picture.
 - D. too unstable to draw.
- 6 The **main** purpose of the passage is to
- A. question the belief that Daguerre was the inventor of photography.
 - B. provide a brief history of how photography was invented.
 - C. show that France was the center of scientific discovery in the 1700s.
 - D. improve the reader's photographs by explaining how a camera works.
- 7 Explain how the text features (for example, illustrations, headings, and words in italics/bold/quotation marks) are helpful in understanding the information in the passage. Use details from the passage to support your answer.

Turner and his friend Lizzie are adrift in the ocean in a small boat. Turner watches as whales approach. Read this passage from the novel Lizzie Bright and the Buckminster Boy and then answer the questions that follow.

Eye to Eye

Gary D. Schmidt

The moon had roused herself fully out of the sea and was tossing her silver bedclothes all around. Turner was sure that in that light he should have been able to make out any rocks. But he couldn't see anything breaking the surface. He listened, not moving, and heard the ripping again, but behind him this time, and closer to shore, and ahead of him—one after another. In the moonlight he saw a silver spray burst up into the air, a shower of diamond dust. Then another, and another almost beside the boat, so that he could feel the spray of it against his face, and the dory* rocked to the rhythm of the new swells as a great Presence broke the surface of the sea and Turner knew, or felt, the vastness of whales.

- 2** Now he almost did panic. One could come right up beneath them and turn the dory over as easily as a pine chip, and he would be floating in the sea, holding on to the upturned dory, holding on to Lizzie, who he was sure could not hold on by herself. That is, he would be holding on to her if he could find her after they capsized.

But though the dory rocked back and forth with the swell of them, the whales never came so close that the boat might capsize. Turner heard them ripping the surface all around him, and felt the diamond spray sprinkle down on him in the moonlight like a benediction. He knew he was in the middle of something much larger than himself, and not just larger in size. It was like being in the middle of a swirling universe that could swamp him in a moment but had no desire to. He might put out his hand into the maelstrom** and become a part of it.

- 4** But he didn't put his hand out yet, because as he watched, a whale five times as long as the dory surfaced, and rode quietly alongside him in the smooth swells. Turner could not breathe. The whale flipped its tail up a bit and began to roll from side to side, a great gargantuan roll like the roll of the globe, side to side, until it could slap the swells with the length of its flippers, gleaming silver-white in the moonlight. Turner held on to the sides of the dory and rolled side to side with it,

* dory: a small boat

** maelstrom: whirlpool

with this great vastness that had swum past the mountains and valleys of the sea. Together they rocked, and Turner wished that the rocking would never stop, that there would always be this moonlit moment.

5 But slowly the whale did stop rocking, and the seas calmed, and the rhythm of the swells took hold again. Quietly, more afraid than not, Turner slipped the oars into the water, and with gentle strokes, keeping the oars beneath the surface all the time, he eased the dory forward, hoping that the whale would wait on the surface.

It did. And so Turner reached the whale's eye, and they looked at each other. They looked at each other a long time—two souls rolling on the sea under the silvery moon, peering into each other's eyes. Turner wished with a desire greater than anything he had ever desired that he might understand what it was in the eye of the whale that shivered his soul.

- 8 In paragraph 2, what is Turner's first reaction to the sight of the whales?
- A. He thinks they are beautiful.
 - B. He hopes they will stay with the dory.
 - C. He is afraid they will put him and Lizzie in danger.
 - D. He knows that Lizzie will be fascinated by them.

- 9 In paragraph 4, the phrase "the mountains and valleys of the sea" describes
- A. the size of the waves.
 - B. the distance the dory is from the rocks.
 - C. the impressiveness of the whales.
 - D. the distance the dory has to travel.

- 10 Turner wishes the rocking would never stop because he
- A. feels as if he is riding the whale's back.
 - B. enjoys the experience of moving with the whale.
 - C. fears what will happen when the whale swims away.
 - D. hopes the whale will take the dory away from the rocks.

- 11 In paragraph 5, the word swells means
- A. floats.
 - B. waves.
 - C. tides.
 - D. strokes.

- 12 Explain how Turner's attitude toward whales changes throughout the passage. Use relevant information from the passage to support your answer.

Acknowledgments

The New Hampshire, Vermont, and Rhode Island Departments of Education wish to acknowledge and credit the following authors and publishers for use of their work in the reading portion of the *New England Common Assessment Program*—2008.

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Grade 8 Reading Released Item Information

Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12
Content Strand ¹	WV	WV	WV	WV	II	IA	IA	LI	LA	LA	WV	LA
GLE Code	7-3	7-3	7-3	7-3	7-7	7-8	7-8	7-4	7-6	7-5	7-3	7-5
Depth of Knowledge Code	1	1	2	2	2	2	3	1	2	2	2	3
Item Type ²	MC	MC	MC	MC	MC	MC	CR	MC	MC	MC	MC	CR
Answer Key	D	A	B	D	C	B		C	A	B	B	
Total Possible Points	1	1	1	1	1	1	4	1	1	1	1	4

¹Content Strand: WV = Word ID/Vocabulary, LI = Literary/Initial Understanding, LA = Literary/Analysis & Interpretation,
II = Informational/Initial Understanding, IA = Informational/Analysis & Interpretation

²Item Type: MC = Multiple Choice, CR = Constructed Response



**NEW ENGLAND
COMMON ASSESSMENT PROGRAM**

**Released Items
Support Materials
2008**

**Grade 8
Reading**

**NECAP 2008 RELEASED ITEMS
GRADE 8 READING**

7.3.1 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by identifying synonyms, antonyms, homonyms/homophones, or shades of meaning

1 An antonym for the word elevate is

- A. take.
- B. throw.
- C. grab.
- D. lower.

7.2.1 Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes, base words, common roots, or word origins; or context clues; or other resources, such as, dictionaries, glossaries, thesauruses; or prior knowledge)

2 The root *tract* in the words attract and subtract means

- A. pull.
- B. give.
- C. hold.
- D. make.

Photography Informational Text

7.3.2 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by selecting appropriate words or explaining the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary

- 3 In the first paragraph, the word breeze means
- A. a gentle wind.
 - B. something quick and easy.
 - C. an obstacle.
 - D. something fresh and original.

7.3.2 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by selecting appropriate words or explaining the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary

- 4 In paragraph 2, the word critical means
- A. unexpected.
 - B. deserved.
 - C. dangerous.
 - D. important.

Photography

Informational Text

7.7.1 Demonstrate initial understanding of informational texts (expository and practical texts) by obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, transitional devices, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)

- 5 The image made by a *camera obscura* was
- A. too small to be useful.
 - B. an imperfect reproduction.
 - C. an upside-down picture.
 - D. too unstable to draw.

7.8.3 Analyze and interpret informational text, citing evidence as appropriate by drawing inference about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or using supporting evidence to form or evaluate opinions/judgments and assertions about the central ideas that are relevant

- 6 The **main** purpose of the passage is to
- A. question the belief that Daguerre was the inventor of photography.
 - B. provide a brief history of how photography was invented.
 - C. show that France was the center of scientific discovery in the 1700s.
 - D. improve the reader's photographs by explaining how a camera works.

Photography Informational Text

7.8.2 Analyze and interpret informational text, citing evidence as appropriate by synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas)

- 7** Explain how the text features (for example, illustrations, headings, and words in italics/bold/quotation marks) are helpful in understanding the information in the passage. Use details from the passage to support your answer.

Scoring Guide:

Score	Description
4	Response provides a thorough explanation of how the text features (for example, illustrations, headings, and words in italics/bold/quotation marks) are helpful in understanding the information in the passage. Response includes relevant information from the passage.
3	Response provides an explanation of how the text features (for example, illustrations, headings, and words in italics/bold/quotation marks) are helpful in understanding the information in the passage. Response includes information from the passage.
2	Response provides a partial explanation of how the text features (for example, illustrations, headings, and words in italics/bold/quotation marks) are helpful in understanding the information in the passage. Response includes limited information from the passage.
1	Response is vague or minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

Training Notes:

Text features may include the following:

- the two illustrations and captions
- the headings
- italicized words: *camera obscura*, *heliograph*
- words in quotation marks: “chamber of dark,” “photographic,” “light drawing”

SCORE POINT 4

7 Text features are very helpful in understanding the information in the passage, Photography. The title right away tells you what the passage is about. With words in quotation marks, like "chamber of light", and "Sun drawing", the quotation marks tell you that this was what people called it back around the time it was invented. The words in italics are the actual name that we would call them. Pictures are also very helpful in understanding this passage. For example, the picture of the chamber of light is very useful for understanding how artists would have used them to trace the object that they were drawing. Pictures, like the one of the daguerreotype camera can also give you extra information. This is how the text features are useful.

Response provides a thorough explanation of how the text features (for example, illustrations, headings, and words in italics/bold/quotation marks) are helpful in understanding the information in the passage. Response includes relevant information from the passage.

NECAP 2008 RELEASED ITEMS
GRADE 8 READING

SCORE POINT 3

7 It helps because it's easy for the eye to catch a bold word, quotation marks, headings, and illustrations in the story. The title **Photography** is in bold because your eye attracts the bigger and bolder colors. Critical is underlined and in a different italics because it's important in the passage. Also camera obscura is a word that you need to find a meaning for it. It means lenses could be used to direct and focus light. It's also a Latin word for "chamber of dark". The illustrations show how actually the camera obscura is used and shows how it worked and how long it takes.

Response provides an explanation of how the text features (for example, illustrations, headings, and words in italics/bold/quotation marks) are helpful in understanding the information in the passage. Response includes information from the passage.

NECAP 2008 RELEASED ITEMS
GRADE 8 READING

SCORE POINT 2

⑦ The text features many things to help you read and understand the passage. Bold print helps you find different sections about the topic. The illustrations help you picture the "camera" of that time and how they work.

Response provides a partial explanation of how the text features (for example, illustrations, headings, and words in italics/bold/quotation marks) are helpful in understanding the information in the passage. Response includes limited information from the passage.

SCORE POINT 1

⑦ The text features are very helpful because they show how the camera worked. This also helped because it give you a different perspective.

Response is vague or minimal.

NECAP 2008 RELEASED ITEMS
GRADE 8 READING

SCORE POINT 0

⑦ Well I think that the back
in the day it was really
hard to take pictures because
of the kind of cameras we
had.

Response is totally incorrect or irrelevant.

Eye to Eye Literary Text

7.4.1 Demonstrate initial understanding of elements of literary texts by identifying or describing character(s), setting, problem/solution, or plot, as appropriate to text; or identifying any significant changes in character or setting over time; or identifying rising action, climax, or falling action

- 8 In paragraph 2, what is Turner's first reaction to the sight of the whales?
- A. He thinks they are beautiful.
 - B. He hopes they will stay with the dory.
 - C. He is afraid they will put him and Lizzie in danger.
 - D. He knows that Lizzie will be fascinated by them.

7.6.1 Analyze and interpret author's craft, citing evidence where appropriate by demonstrating knowledge of use of literary elements and devices (i.e., imagery, exaggeration, repetition, flashback, foreshadowing, personification) to analyze literary works

- 9 In paragraph 4, the phrase "the mountains and valleys of the sea" describes
- A. the size of the waves.
 - B. the distance the dory is from the rocks.
 - C. the impressiveness of the whales.
 - D. the distance the dory has to travel.

Eye to Eye Literary Text

7.5.3 Analyze and interpret elements of literary texts, citing evidence where appropriate by making inferences about cause/effect (e.g., explaining how an event gives rise to the next), internal or external conflicts (e.g., person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text

- 10 Turner wishes the rocking would never stop because he
- A. feels as if he is riding the whale's back.
 - B. enjoys the experience of moving with the whale.
 - C. fears what will happen when the whale swims away.
 - D. hopes the whale will take the dory away from the rocks.

7.3.2 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by selecting appropriate words or explaining the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary

- 11 In paragraph 5, the word swells means
- A. floats.
 - B. waves.
 - C. tides.
 - D. strokes.

Eye to Eye Literary Text

7.5.2 Analyze and interpret elements of literary texts, citing evidence where appropriate by describing characters' traits, motivation, or interactions, citing thoughts, words, or actions that reveal characters' traits, motivations, or their changes over time

- 12** Explain how Turner's attitude toward whales changes throughout the passage. Use relevant information from the passage to support your answer.

Scoring Guide:

Score	Description
4	Response provides a thorough explanation of how Turner's attitude toward whales changes throughout the passage. Response includes relevant information from the passage.
3	Response provides an explanation of how Turner's attitude toward whales changes throughout the passage. Response includes information from the passage.
2	Response provides a partial explanation of how Turner's attitude toward whales changes throughout the passage. Response uses limited information from the passage.
1	Response is vague or minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

Training Notes:

Responses may include the following:

A complete response will range across the passage from Turner's experience with all the whales to the specific whale.

Turner's attitude or reaction toward whales changes from the beginning to the end of the passage. He is fearful only at first, but by the end of the passage, he is very interested in the whale and wants to see it more closely. He does see it more clearly and has a profound experience.

12 Turner's attitude towards whales changes a lot throughout the story. At the beginning of the story, Turner is very afraid of the whales, because he thinks that they will flip his dory and that he will be stuck drifting in the freezing water. Then he started to feel calm, almost in a trance because of the sheer might of these whales. When one whale comes up near his dory, he begins to feel a little safer. It starts to rock back and forth and Turner rocks with it, wishing that the moment would never stop. He actually starts to feel safer with the whales near him. Turner quietly slips his oars into the water, actually trying to get the whale to stay with him. That's when Turner finally looks into the whale's eye, and had a burning desire to know what that whale was thinking. Turner's attitude towards whales changes from afraid to comforted during this story.

Response provides a thorough explanation of how Turner's attitude toward whales changes throughout the passage. Response includes relevant information from the passage.

NECAP 2008 RELEASED ITEMS
GRADE 8 READING

SCORE POINT 3

12 First Turner thought the whales were harmful. He first saw them and just held on to the boat thinking a whale will attack him. More and more through the story he eased up a little more. He eased up each minute. Once he realized they that they were harmless he started to enjoy them. Finally at the end of the story he stared deeply into the whales eye and saw how wonderful of a creature that whale was.

Response provides an explanation of how Turner's attitude toward whales changes throughout the passage.
Response includes information from the passage.

NECAP 2008 RELEASED ITEMS
GRADE 8 READING

SCORE POINT 2

12

At the beginning of the passage Turner was afraid of the whales he thought they were going to over turn his dory. Toward the end of the story he realized that the whales meant no harm after he stared into the whale's eye.

Response provides a partial explanation of how Turner's attitude toward whales changes throughout the passage. Response uses limited information from the passage.

SCORE POINT 1

12

He is kind of scared of them at first but he realized that they are beautiful creatures.

Response is vague or minimal.

NECAP 2008 RELEASED ITEMS
GRADE 8 READING

SCORE POINT 0

12 He talks to it so it's more
clear to read and makes more
sence. Also it's very discriptive.

Response is totally incorrect or irrelevant.